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ABSTRACT

This document summarizes the proceedings of the first meeting of the Asia-Pacific Programme of Education for All (APPEAL). The report is organized in five parts that cover the following: (1) background, objectives, participants, summaries of opening speeches, and working methods of the conference; (2) review of the progress in the implementation of APPEAL in the countries concerned; (3) strategies for achieving the goals of APPEAL (eradication of illiteracy, universalization of primary education, continuing education for development, and integrated planning and coordinated implementation); (4) plans for International Literacy Year; and (5) regional and international cooperation for APPEAL. Appendixes to the report contain the agenda, addresses by H. E. General Mana Ratanakoses, a welcoming speech by Makaminan Makagiansar, a list of participants, members of the working groups, list of documents considered, and suggestions for the preparation of a plan of action for the International Literacy Year 1990. (KC)

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(Bangkok, Thailand, 14-18 November 1988)

FINAL REPORT

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Bangkok, 1989

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BKL/89/M/133-2000

OFFICE BEARERS OF THE MEETING

Chairperson

Dr. N.N. Singh (Nepal)

Vice Chairpersons

Mr. Soepojo Padmodipoetro (Indonesia)

Mr. L. Mishra (India)

Mr. Wesley Tauwaole (Papua New Guinea)

Rapporteur General

Dr. Geoff Caldwell (Australia)

Secretary

Mr. T.M. Sakya

UNESCO/PROAP

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Part One

INTRODUCTION

Background

The Asia-Pacific Programme of Education for All (APPEAL) was launched on 23 February 1987 as authorized by the Twenty-Third Session of the Unesco General Conference held in 1985. In order to implement APPEAL at the national level many Member States have formed a National Co-ordination Committee for APPEAL while others have designated existing organizations to work as their National Co-ordination Committee for APPEAL.

In pursuance of Resolution No. 2.4 adopted by the General Conference of Unesco in its Twenty-Fourth Session held in 1987, and following the approved Programme and Budget for 1988-1989, Unesco convened the first Meeting for Regional Co-ordination of APPEAL in Bangkok, Thailand on 14-18 November 1988.

Objectives

The objectives of the First Meeting for Regional Co-ordination of APPEAL were to:

a) Review progress in the implementation of APPEAL and identification of problems and issues;

b) Consider strategies for achieving goals of APPEAL and develop a regional view on the preparation of a Plan of Action of the International Literacy Year in 1990; and

c) Discuss strengthening of international and regional co-operation in support of APPEAL.

Participation

The Meeting was attended by the Chairpersons of the National Co-ordination Committees for APPEAL, Heads of National Co-ordination Mechanisms for APPEAL and senior officials responsible for APPEAL from seventeen Member States in Asia and the Pacific, i.e. Australia, Bangladesh, China, India, Indonesia, Japan, Lao (PDR), Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam and Thailand.

Representatives of the UN Agencies and other international and regional organizations including non-governmental organizations dealing with literacy and mass education have also attended the Meeting as observers. (See List of Participants and Observers in Annex IV).

Inaugural Session

The Meeting was inaugurated by H.E. General Mana Ratanakoses, Minister of Education, Government of Thailand. In his address, the Minister expressed his appreciation of Unesco's initiatives in responding to the immediate needs of the countries in the region through its launching of the Asia and Pacific Programme of Education for All (APPEAL).

The Minister stated that the declaration of 1990 as the International Literacy Year by the United Nations General Assembly represented a major step towards strengthening co-operative efforts among the Member States.

The Minister described the progress of his country's struggle against illiteracy. Since the illiteracy rate has been reduced to 10.5 per cent and primary education has been extended to every sub-district in Thailand, the country is now directing its efforts to improving the quality of education as well as expanding compulsory education up to nine years.

Reiterating Thailand's support to Unesco's initiatives and roles in this important action, the Minister suggested that an up-to-date data survey be undertaken before 1990. This, he stated, would serve to improve the monitoring process of ongoing educational development both quantitatively and qualitatively.

Emphasizing the importance of each government's absolute determination to solve educational problems within each country in the region, the Minister expressed his confidence in the heads of the national co-ordinating committees who would develop new strategies and concrete programmes to be implemented under APPEAL. (The full text of the speech is given in Annex II).

Mr. Makaminan Makagiansar, Assistant Director-General of Unesco and Director PROAP, welcomed all those attending the Meeting. In addition to expressing his gratitude to the Minister of Education for accepting the invitation to inaugurate the Meeting, Mr. Makagiansar also thanked the governments of the region for sending distinguished participants to attend the Meeting. His appreciation of the international organizations which have sent observers to participate in the Meeting was also expressed. This, he said, reflected their keen interest in APPEAL.

Mr. Makagiansar expressed his deep concern that Asia and the Pacific, as a cradle of civilizations, is now at the centre of illiteracy in that three quarters of the world's illiterates live here. Because it is only recently that the region has become fully determined to eradicate illiteracy and develop the full potentiality of its human resources as a means for socio-economic development and as an end in itself, the APPEAL programme is a very timely and important step forward.

Although the history of APPEAL is very short, having been launched only twenty months ago, Mr. Makagiansar acknowledged that it had been enthusiastically received by the Member States. Mr. Makagiansar summarized the progress of APPEAL to date. The rapid progress of APPEAL, according to Mr. Makagiansar, is due to the fact that the Member States wanted it. He reiterated Unesco's readiness

to co-operate with the Member States in their implementation of APPEAL and took the opportunity to refer to an important task of the Meeting which is that of suggesting to Unesco regional view on the preparation of the Plan of Action for the International Literacy Year (ILY).

Mr. Makagiansar also informed the participants that immediately after the Meeting, those countries with more than 10 million illiterates in the entire world will hold a one-day consultation to formulate suggestions to be incorporated in the global Plan of Action for ILY. Mr. Makagiansar extended his warm welcome to observers from Brazil and Egypt who represented Latin America and the Caribbean and the Arab States.

Finally, Mr. Makagiansar reminded the Meeting that there was no choice other than eradicating illiteracy for the whole of mankind. He stressed that literacy will open up the gate towards the full enjoyment of man's creativity – the world which leads towards understanding and mutual respect among peoples to serve the cause of peace. Because combating illiteracy and sustaining literacy was an overwhelming challenge, Mr. Makagiansar stressed the need for combined efforts of all governments and non-governmental organizations, as well as the importance for all UN agencies to work shoulder to shoulder in their support of the implementation of APPEAL in the Member States. (The full text of the speech is given in Annex III).

After the conclusion of the formal opening session, the Meeting turned its attention to the more specific tasks of the Meeting.

Officers of the Meeting

The Meeting unanimously elected Dr. Narsingh Narayan Singh (Nepal) as Chairperson; Mr. L. Mishra (India), Mr. Soepojo Padmodipoetro (Indonesia), and Mr. Wesley Tauwaole (Papua New Guinea) as Vice-Chairpersons; and Dr. Geoff Caldwell (Australia) as Rapporteur General. The Secretary of the Meeting was Mr. T.M. Sakya (Officer-in-charge of APPEAL, Unesco/PROAP).

Introductory Statements by the Secretariat

Immediately after the election of officers of the Meeting, Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific and Director PROAP, observed in his second statement that illiteracy, being a very complex phenomenon of human society, is not an island in itself. He stressed that unless the multi-dimensional and complex nature of illiteracy is recognized, solution of the problem will be remote. It is for this reason that the Asia-Pacific Programme of Education for All (APPEAL) has taken the comprehensive approach which is embodied in its cluster of three inseparable and interdependent components: Eradication of Illiteracy, Universalization of Primary Education and Continuing Education for Development. He added that "development over the last two decades which is characterized by separate initiatives from the different components of basic education has not succeeded in lowering the number of illiterates in this region".

Quoting from the Report of the Fifth Regional Conference of the Ministries of Education and Those Responsible for Economic Planning (MINEDAP V) held in Bangkok in March 1985 and which gave birth to APPEAL, he states, "There was unanimous expression of concern that illiteracy continues to be a major developmental and educational problem in several countries of the region". He said further that APPEAL is an outgrowth of the dynamic situation in Asia-Pacific and its emerging role in the world.

He stated Unesco's position that APPEAL is a programme of the Member States of Unesco. It should be moulded by the wishes and aspirations of the Member States which should shape APPEAL. Unesco has been careful neither to substitute, nor to compete with the Member States in the preparation and implementation of APPEAL because the programme is that of the Member States.

Unesco's role is to facilitate the process of planning and implementation of APPEAL and to strengthen national capabilities for carrying out APPEAL.

He also referred to the discussions in the Ninth Regional Conference of National Commissions for Unesco in Asia and the Pacific which was held in Beijing, China on 17-22 September 1988 and which praised PROAP for the work already done in the implementation of APPEAL. At this meeting, Member States pointed to the need for expanding and strengthening the activities if the goal of universalizing primary education and eradication of illiteracy were to be met by the year 2000.

He also explained that APPEAL is part of a world-wide effort. It is one of four regional intergovernmental programmes launched by Unesco, each one of which has its distinctive flavour reflecting the unique characteristics of each region. He informed the Meeting that the group of 20 Member States which have formed the National Co-ordination Mechanisms for APPEAL in their respective countries did so with great enthusiasm. He thanked all National Co-ordination Committees which have prepared and submitted very comprehensive and systematic national studies of APPEAL.

The Assistant Director-General observed that the national studies of APPEAL received by PROAP have shown that in many countries the Co-ordination Mechanisms for APPEAL are undertaking many activities for the implementation of APPEAL. Further, he pointed out a wide range of activities being undertaken by PROAP under APPEAL.

Mr. Makagiansar drew the attention of the participants to the important issues which must be discussed and resolved:

a) The development of a truly integrated approach for planning and implementing the three components of APPEAL is crucial to the success of the programme.

b) The low enrolment of girls and women in educational programmes is a hindrance to the achievement of the APPEAL goals. In almost all countries, the attendance, retention and graduation rates of boys are already relatively high and steadily improving. On the other hand, on a regional basis,

enrolment, retention and graduation rates of girls are not satisfactory and are not improving.

c) The complementarity between formal and non-formal education must be recognized by all for the success of APPEAL.

Referring to the International Literacy Year, he said that in order to meet the continuing challenge of illiteracy, the United Nations General Assembly in its Forty-Second Session has declared 1990 as an International Literacy Year and by the same resolution it requested Unesco to act as a lead agency for the International Literacy Year.

Unesco feels strongly that the International Literacy Year should not be just a celebration, but should be a summon for action. To that end, Unesco is preparing a global Plan of Action to eradicate illiteracy by the year 2000, and to be launched on the occasion of the International Literacy Year. Unesco is trying to build the Plan of Action upon the regional intergovernmental programme, which in this region is APPEAL. Therefore, this Meeting is expected to prepare an Asia-Pacific view for the Plan of Action for International Literacy Year under APPEAL.

He drew the attention to the United Nations General Assembly Resolution, which called on all international organizations and international banks to give priority to literacy activities under the umbrella of the International Literacy Year. He said that APPEAL is a programme which directly or indirectly affects some two billion people. If the programme is successful, it will give benefit to the whole region in terms of improved societies and economic development. There can hardly be a more noble cause than this for international co-operation.

Mr. A. Chiba, Deputy Assistant Director-General, informed the Meeting that the Unesco's Executive Board had just completed its deliberation in Paris the week before. The Board had again reiterated that the highest priority be given to literacy and universalization of primary education. The Third Medium Term Plan (1990-1995) and the Unesco's Programme and Budget (25 C/5) for 1990-1991 will strongly reflect this undeniable trend which is manifested all over the world.

As part of the Medium Term Plan for eradication of illiteracy, Unesco has drawn up a Plan of Action. Mr. Chiba assured the Meeting that the Unesco Secretariat is working hard to respond to the demands of the Member States.

He stated that in the framework of the International Literacy Year observance, great significance was attached to strengthening the regional programmes. He was pleased to note that after Latin America and Africa, the Asia and Pacific Programme of Education for All (APPEAL) was now a reality. He was also happy that a plan for a similar regional programme in the Arab States has also been drawn up.

In addition to strengthening regional programmes, Unesco will launch another programme called "Improvement of Quality Primary Education for the Eradication of Illiteracy" in order to solve the problem at its source. This programme will support existing projects with the participation of many agencies and governments.

Some regional and international events for International Literacy Year (ILY) were reported by Mr. Chiba as follows:

1988 - Launching the regional programme in the Arab States.

1989 - Meeting of representatives responsible for implementing the Latin American major programmes.

1989 - Regional Advisory Committee Meeting to review the overall regional co-operation in education in Asia and the Pacific.

1990 - World Conference on Basic Education and Learning for All (organized by Unesco, UNICEF and World Bank).

1991 - Unesco's International Bureau of Education's International Conference on Education with the special theme of literacy.

Mr. Chiba also mentioned that, following the request of the Executive Board, Unesco's Secretariat is conducting a feasibility study to set up an intergovernmental co-ordinating/monitoring committee for literacy activities.

Mr. Chiba reported that co-operation with UN agencies was going well. For example, the International Postal Union has agreed to conduct postal contests and is calling on governments to issue stamps in celebration of the Year. Other activities given were as follows:

- The Director-General of Unesco has invited governments to establish national committees or other structures to observe ILY.
- Unesco has also set up the co-ordinating unit for ILY. Each regional office has also been assigned a focal point at the Regional Secretariat.
- The ILY logo has also been selected through a contest.
- The Secretariat has already issued the guidelines for NGOs to observe the Year. Similar guidelines for governments will soon be issued.

Mr. Chiba explained that NGOs are the most active bodies in the preparation for the observance of ILY. Several of them have set up committees for ILY, and the standing committee will meet soon to discuss their strategies for ILY and the setting up of the unified NGOs international task force.

Several Unesco regular publications are planning to devote special attention to ILY as their special theme. A statistical compendium has already been issued. Two special publications on adult education are also planned. Newsletters will also be published to observe the Year.

Mr. Chiba pointed out that despite its 666 million illiterate persons, Asia and the Pacific is seen as the hope in the world's effort to eradicate illiteracy. If Asia and the Pacific can eradicate illiteracy, the world's literacy map will be totally different. To contribute to this end, the co-operation between Unesco, ACCU, Asia Federation of Unesco Associations and ASPBAE should continue.

Mr. Chiba reminded the Meeting that one point that should also be recognized was that the three components of APPEAL do not exist by themselves. In promoting them, one must be mindful of the missing links between the three components and other aspects of development. These missing links include those relevant to political will, economic planning, financial resources, people at grass-roots level and the professionals.

Mr. Chiba felt that APPEAL represented a tremendous challenge. He was certain, however, that with sufficient courage and conviction, the problem will be overcome. The question is how to create and sustain a momentum to contain the illiteracy problem as soon as possible.

Another point that Mr. Chiba stressed is that literacy is one of the fundamental ways to regain human dignity. Through Cultural Development Decade and ILY, Unesco will support the Member States to ensure that human value in development is attained, and literacy is the key to the success of this formidable task.

Working Methods of the Meeting

The Meeting employed the following conferring methods:

a) Plenary sessions in which formal presentations, including country papers were delivered;

b) Plenary sessions in which discussions on specific issues or country and group reports were held; and

c) Working group sessions in which participants, observers and Secretariat members met for brainstorming, analysis and discussion in three separate groups – eradication of illiteracy group, universal primary education group and continuing education for development group.

The draft report was considered in the final plenary session and was adopted with modifications which were incorporated in the final report.

Part Two

REVIEW OF PROGRESS IN THE IMPLEMENTATION OF APPEAL

Country reports of member countries represented in the First Meeting for Regional Co-ordination of APPEAL were reviewed and analysed in order to find out the progress made in APPEAL. Data generated in these country reports were supplemented by those found in related documents presented to participants during the Meeting, entitled "A Regional Study of Asia-Pacific Programme of Education for All (APPEAL): An Overview, PROAP, 1988" and "Report of the Working Group Meeting on ILY Under APPEAL, New Delhi, India, 11-14 October 1988". All these served to highlight: (a) achievements; (b) problems and issues; and (c) innovative strategies being utilized to facilitate the attainment of the goals of APPEAL among the Member States participating in the Meeting.

General Achievements in the Implementation of APPEAL

The country reports revealed many encouraging developments in APPEAL clearly, all countries look at APPEAL as a vehicle for overcoming the scourge of illiteracy in the region and they are unanimous in appreciating the efforts of Unesco in this regard.

Concrete development efforts in APPEAL include evidence of national policies in nearly all the countries represented in the Meeting. These policies, however, varied according to the political situation, the stage of development, the capacities to implement targets, the resources available as well as the attitude towards education in general. Likewise, the organization of co-ordinating mechanisms for APPEAL in the participating countries are manifestations of a sincere desire to pursue the goals of APPEAL. Such mechanisms have key officials from both government and non-government agencies as members. A majority of committees have initiated concrete steps in seeking the political will and the commitment of their respective governments for the attainment of APPEAL goals and targets.

These commitments have been translated into operational forms in the countries' medium- or long-range plans in the ministry/department plans and in the plans of various groups and organizations charged with the responsibility of providing "Education for All".

After the launching of APPEAL, achievements of Member States came in many forms and styles, as illustrated in the following:

a) For wider dissemination of APPEAL, documents were prepared, translated and disseminated.

b) Seminars and workshops were undertaken in practically all countries in various aspects and components of APPEAL, on such subjects as the preparation of literacy materials and different instructional modes and approaches for the disadvantaged groups, etc.

c) Systematic conduct of baseline studies and data collection needed to establish a scientific basis for the implementation and monitoring of the three components of APPEAL.

d) Identification of target groups and action areas had been undertaken in a number of countries.

e) Series of meetings at different levels had been held in order to identify problems and issues relevant to the implementation of APPEAL as well as the exploration of possible solutions of these problems.

f) The development of an integrated and co-ordinated planning, implementation, monitoring and evaluation process for APPEAL has been undertaken in a number of countries.

Specific Achievements In the Components of APPEAL: UPE, EOI and CED

The country reports revealed evidence of substantial achievements in UPE, EOI and CED, which herein are discussed separately.

Eradication of Illiteracy (EOI).

All the countries including international organizations represented in the Meeting showed great concern for this area. They were united in their sincere desire to help in facilitating eradication of illiteracy. While the countries with below 60 per cent literacy rate are the most affected by the problem, countries with 80-100 per cent literacy rate stated that they too have problems of illiteracy. Those countries with significant achievements indicated their willingness to extend assistance to other countries in the region in order to help accelerate the process of providing literacy to all. Some participants expressed concern on the magnitude of the task of eradication of illiteracy within a very short time span. They emphasized on the need for adoption of a non-conventional mass campaign approach in the areas having concentration of adult illiterates with the involvement of teachers, students, youth, housewives, etc. It also reinforced the need for mobilization and involvement of good and reliable NGOs in this mass campaign so that a larger area can be covered and desired results can be achieved in a prescribed time schedule.

Achievement in this area may be viewed in terms of the decline in the illiteracy rate of the participating countries. Data presented in the Regional Study of APPEAL indicate that in all participating countries there seems to be a slow but steady decline in the illiteracy rate of these countries. Based on the analysis in the Regional Study, it was observed that "the very encouraging decrease in illiteracy rates may hide the real increase in the number of illiterates". It was also observed that among the

countries in the region only some experienced actual decline in the absolute number of adult illiterates.

Such positive signs have been treated with caution by the different countries. They have taken account of these figures in planning strategies for the eradication of illiteracy in their respective countries according to their capability and resources. Many countries have identified target groups and pockets of illiteracy. Target groups include the following:

a) Women and girls;

b) Ethnic and cultural minority groups;

c) Socially disadvantaged groups;

d) Children in urban slums including the abandoned, the street children, the urban poor, the migrants and the new settlers; and

e) Children with special needs, the handicapped and the gifted.

Universalization of Primary Education (UPE).

The country reports revealed that while all the countries have national policies for UPE they use different implementation strategies. This is due to the reality that in some countries primary education is free but not compulsory, while in other countries it is both free and compulsory. Yet such difference in policies does not seem to be the critical factor in stimulating high participation rates. It seems that it is the manner of implementation that is critical. In view of this, participants believe that persuasion may be more effective than compulsion in achieving higher participation rates.

Achievement in this aspect of UPE indicates substantial progress. However, the enrolment of girls and children from other disadvantaged groups lags behind other groups as in a number of countries.

Data from the Regional Study reveal that in the fourteen countries cited, of which the majority are participating in this Meeting, it was stated that "primary enrolment doubled during the period 1960-1980 in most of the countries". The figures presented under the 1960-1980 columns of the same table further show that marked achievement has been attained by the member countries in the region in this component of APPEAL. These achievements should, however, be viewed against the number of non-enrollees and those who drop out of the system before they complete the cycle, because they indeed may join the rank of the illiterates.

The figures show that the number of enrollees improved over the years, which is a sound indicator of achievement in UPE. Hence, a desirable goal for UPE, as indicated in the country studies, is to reduce the number of non-enrollees as much as possible. It has, however, been observed in the Regional Study that a few countries continued to witness increases of the non-enrollees during the period of 1960 and 1980 and the reduction of non-enrollees is now one of the objectives of programme plans in a number of countries.

A similar observation has been noted in the case of drop-outs. The regional study further shows some 12 million primary school pupils drop out of school each year before reaching grade 4 in India, almost 4 million in China, about 2.5 million in Bangladesh and approximately 1.4 million in Indonesia. Furthermore, figures also reveal that, in the two decades beyond 1960, the number of drop-outs has also increased in all but three countries. This is a sign that serious attention must be given to the problems of non-enrollees and school drop-outs if UPE has to contribute to the attainment of the goals of APPEAL.

From the qualitative end, student performance also deserves attention for the success of APPEAL and many countries are overzealous in attempting to step up measures to institute reforms to improve achievement and performance of pupils both quantitatively and qualitatively.

Continuing Education for Development (CED).

Country reports reveal that all countries in the region are fully aware of the value of CED. As such, they are providing experiences not only to drop-outs and out-of-school children, but to neo-literates as well as to functional illiterates who need to update their skills in order to contribute to the development efforts of their respective countries.

Achievements in this component of APPEAL have been analysed and found to be consistent with the categories so far developed at the Sub-Regional Workshop on Continuing Education held in Australia in November 1987. These categories are: (a) Post-literacy and Remedial Continuing Education; (b) Developmental Continuing Education; and (c) Future-oriented Continuing Education.

Examples of the Remedial Continuing Education are the "Package A Learning Group" in Indonesia, "Magbassa Kita" in the Philippines, and the Village Libraries in Bangladesh, India, Nepal, Pakistan, Thailand, Viet Nam and Lao.

Generally speaking, all countries offer development-oriented courses to the out-of-school clients in order to equip them for development opportunities. Vocational courses are available in such countries as Malaysia, Indonesia and Thailand. Skills development courses are offered in the Philippines, occupational training courses in Thailand, apprenticeship courses in Indonesia and in other countries, to name only a few.

It may be worth mentioning that CED achievements in developed countries offer self-instructional modules as part of the continuing education programme. They also offer science and technology courses, apprenticeship, and industrially oriented training programmes. These countries utilize efficiently their expertise and resources as well as the services of NGOs and co-operating agencies to assist other countries. Examples are Australia assisting Papua New Guinea and Japan assisting countries in Southeast Asia.

Problem and Issues Affecting APPEAL

After the presentation of country papers on the progress of APPEAL, participants were asked to note the significant issues and problems faced by countries in carrying out the APPEAL programme.

The issues and problems may be classified according to the following categories:

a) External factors

There are a number of external factors which impinge heavily upon the extent and conduct of EOI, UPE and CED. An amplification of these factors is presented:

- In some countries, rapid population growth neutralizes or blots out growth in literacy rates.
- Poor economic and living conditions in some countries/areas usually reduce the incentive to undertake literacy programmes, primary education and continuing education.
- Countries which fall victim to natural disasters such as floods, famines, typhoon, earthquakes and drought find that programmes such as APPEAL can be severely hindered.
- The rapid rate of social, technological, scientific and employment change make it hard for many adults to adjust and cope with such demands.

b) Need for accurate data

A major problem is to gain accurate information and knowledge of the extent of literacy and illiteracy, non-enrolment, drop-outs, retention rates at school, etc. There is now an urgent need for reliable contemporary data at the national, regional and international levels. National surveys should be undertaken to rectify the lack of data.

c) Current problems and realities

The current problems, realities and challenges under APPEAL are many and include:

- Low school retention rates;
- High drop-out rates;
- Lack of participation by adults and children of ethnic groups in remote areas;
- Lack of educational opportunity for children who are working;
- Relapsing into illiteracy by neo-literates;
- Lack of relevance in the curriculum; and

- Emergence of new forms of illiteracy as a result of technological change, e.g. computer literacy.

d) Resource problems

1) *Finance:* There are major resource problems, chief among these are the following:

- Lack of political will to improve rates of literacy, universal primary education and continuing education. The existing political will is not sufficient to match the magnitude of the literacy problem.
- Lack of funding to finance adequately APPEAL programmes and more specifically for co-ordinating, developing, supervising, monitoring and evaluating projects related to APPEAL.

2) *Teaching-Learning Resources*

- There is an insufficient number of qualified teachers and few opportunities for upgrading the skills and knowledge of those who may be already involved in EOI, UPE and CED. There is also a shortage of trained personnel to handle difficult non-formal education courses.
- There is a lack of printing facilities for publishing relevant materials, books, etc.
- There is also inadequacy of printed materials in the vernacular which may be useful to some Pacific Island groups.
- The existing materials are often of moderate or poor quality.
- The role of existing educational instruction in undertaking continuing education, non-formal education and extension activities has not been fully explored.
- There is a lack of occupational courses for drop-outs.

e) Possible Actions for Improvement and Development

In expressing needs and problems, it is clear that the following actions, trends and needs, if properly implemented, would lead to the easing of these problems. They may include the following:

- Generous help from bilateral and multilateral agencies;
- Creation of equal opportunities for women in areas such as education and paid work;
- Establishment of economic incentives to motivate the non-literate;
- Creation of new methods, techniques and technology to reduce overall duration of learning without reducing quality;

- Identification of measures to identify causes of drop-outs and to increase primary school participation and learning in UPE;
- Improvement of co-ordination and co-operation of UPE, EOI and CED;
- Organization of APPEAL mechanisms and subcommittees in different levels – e.g. provincial, district, village with involvement of people's committees;
- Identification of ways in which illiterates in developed countries will feel free to participate in literacy programmes; and
- Issuance of national policies and plans of action especially at the Continuing Education level.

Part Three

STRATEGIES FOR ACHIEVING GOALS OF APPEAL

The Meeting was divided into three groups: Eradication of Illiteracy (EOI), Universalization of Primary Education (UPE) and Continuing Education for Development (CED).

The tasks to which each group turned its attention were as follows:

a) Discuss the interface among the three action areas of APPEAL, i.e. EOI, UPE and CED, and to suggest methods of integrated planning and co-ordinated implementation, monitoring and evaluation of the three action areas;

b) Identify strategies which might help tackle the problems and issues related to action areas of APPEAL; and

c) Make suggestions for the preparation of a plan of action for International Literacy Year.

The groups submitted their reports to the plenary session of the Meeting and the Meeting agreed to the following strategies.

ERADICATION OF ILLITERACY (EOI)

Despite substantial advances achieved, the democratization of education in terms of accessibility of all sections of society to education in many countries is still a very long way away. Although illiteracy is the product of certain social, economic, cultural and historical forces, it was often accepted in many countries as a hard, unalterable fact of life. The attitude or the perception towards literacy today was two-fold. On the one hand, in certain countries with a caste-based, hierarchical and stratified social structure, members of certain disadvantaged groups who are at the lowest rung of the social ladder, such as ethnic minorities, migrant workers and refugees, are at a disadvantage in as much as they neither have the leisure nor the freedom to pursue the goal of literacy. Many of them have been victims of social discrimination and economic exploitation for generations. Besides, on account of their ignorance, they are unable to perceive the need for and relevance of literacy.

On the other hand, the prevailing environment and mood amongst the elites and the intelligentsia is one of scepticism and cynicism against literacy. The group noted that it was necessary to adopt a two-pronged attack against the ignorance of the poor and underprivileged, on the one hand, and indifference of the elite to literacy, on the other.

It was also noted that a radical change in the social milieu and structure accompanied by radical reforms in distribution of land and other assets was not immediately feasible; nor was it feasible to change radically the age-old occupational patterns of the rank and file of the society. And yet, no literacy programmes can be meaningful without effective mobilization and involvement of these sections of the society. The group, therefore, felt that it was necessary to devise ways and means by which the intensity of the burden of the occupational pattern of these depressed groups could be lessened to some extent and a system of protection and support could be provided, creating better conditions which would facilitate their participation in literacy.

The group further noted that, like the members of other disadvantaged groups, women have been victims of confinement within a traditional household either as daughters, daughters-in-law or housewives. They are victims of humiliation and exploitation as much at home as at the work place. They do not have either the leisure or the freedom to leave the traditional household to attend literacy classes. The strategy which should be designed for mobilization and involvement of women in literacy should, therefore, attempt to break this isolation, this drudgery and monotony, so that women can participate in literacy programmes with ease, freedom and spontaneity.

Against the above background, the following specific measures are recommended as part of an overall strategy for eradication of illiteracy in the age-group of 15 plus.

a) The level of literacy to be achieved should be sufficiently high, i.e. it should go beyond three Rs, it should be functional in character and shall promote functional efficiency in the day-to-day life of all individual learners. This is felt necessary in view of the rapid contemporary social and economic changes, the growing pace of advances in knowledge, particularly in science and technology and their application in increasingly varied fields. Functional literacy should inculcate the attitudes and aptitudes which people need in order to take part in change and development.

b) EOI, UPE and CED should be seen as mutually reinforcing, independent, yet interdependent and supportive of one another. This means that a close and constant watch should be kept over the trends of drop-outs, attainment or non-attainment of prescribed levels of literacy and the incidence of relapse into illiteracy of literates; these trends should be closely reviewed at regional, national and state levels at regular intervals and corrective measures taken wherever necessary.

c) Programmes of UPE should be simultaneously backed by an effective programme of non-formal education for those in the age-group 9-14 who have either dropped out of the formal stream at some stage or who did not have any opportunity of schooling at the school-going age.

d) Any programme for eradication of illiteracy in the age-group of 15 plus must be preceded by a survey to identify the magnitude of the problem,

i.e. to identify the number of adult illiterates in order to assess the state of the problem. Such a survey should have a short time frame, be inexpensive and should be conducted by making use of the local resources.

e) There are essentially two ways of dealing with the problems of eradication of illiteracy, namely, by group effort and individual effort. The group effort can be based on the centre-based approach while the individualized effort is based on "Each One Teach One". In either case, adoption of the area-based approach is desirable. This implies: (a) delimitation of an area (for example, a village, a Panchayat, a block or even a district) which has a concentration of illiterates; (b) assigning the area to an agency (either government or non-government); (c) placing at the disposal of the agency resources human, material and financial, necessary to carry out the operation in a specific time frame; (d) designing systems for evaluation of the levels of learning, i.e. learning skills by established norms and parameters; and (e) institutionalizing facilities for continuing education, etc.

f) In areas of actual concentration of illiterates, a mass time bound campaign approach by involvement of teachers, students, youth, housewives and other sections of the society will have to be developed. This may be possible by extending the vacation and by suitable adjustment of the teaching-learning schedule so that teachers and students can be deployed on a mass scale in selected areas. Necessary academic, technical and logistic support will have to be provided for the purpose.

g) Since government alone cannot carry out operations on such a large scale, an organized and systematic way of involving the NGOs (which have the experience, expertise and commitment to work for literacy promotion), by giving them necessary administrative and financial support, will have to be created to supplement the efforts of government. In addition to taking up the centre-based programme, NGOs can be involved in social mobilization and environment building efforts.

h) The following are some of the essential factors important in the eradication of illiteracy. These include a receptive environment which values literacy, production of teaching-learning, well illustrated materials relevant to the needs of day-to-day life of a learner; their supply to the learners free of cost, of training to adult and non-formal education personnel as well as student volunteers; the training of teachers from the formal stream in the methodology of non-formal teaching-learning on a large scale; the use of a participative process of evaluation of the levels of learning; and the certification and establishment of equivalence of the non-formal and adult education.

i) In the whole strategy, literacy may be viewed both as a product as well as a process. Literacy as a product can be sold to the clientele if it is of

direct interest and relevance to the lives of the learner. This will be possible if literacy can promote certain skills which will lead to the general and economic well-being of the learner. This means that teaching-learning materials should be designed with imagination and care, based on existing scientific knowledge (preferably through writers' workshops), taking care of linguistic and cultural needs of the clientele. The content should be diverse to meet the needs of the various clienteles placed in different situations and should be pretested with the learners to establish their utility. Similarly, literacy as a process should be a communicative and participative one through which the teacher is not only able to communicate to the learner effectively but should engage in a dialogue process eventually leading to reversal of roles with the learners.

j) Media support for mobilization and environment building in literacy promotion efforts is vital. Media could be either traditional or non-traditional, print or non-print. Media support may encompass: (a) participative involvement in software preparation; (b) designing programmes which will be appealing and imaginative; (c) arranging broadcasts/telecasts through radio and television at prime hours to ensure maximum outreach of the clientele; (d) continuous write-ups in newspapers and continuous broadcast/telecast of themes on the need for and relevance of literacy; and (e) harnessing the folk media for spreading the message of literacy.

k) Literacy strategy should be an integral part of the overall development strategy. Such development should be construed in social, political and cultural terms and not merely in material or economic terms. It should eventually lead to a stage where the individual learner acquires a sense of pride, self-esteem and self-sufficiency on account of being literate, thus liberating the individual from the culture of silence and dependence. When literacy is acquired by an individual, the learner, who may be a beneficiary of development, also becomes a contributor to it. This promotes a bottom-up concept of development as against the top-down concept which has been prevalent hitherto.

l) Certain specific measures will have to be devised to promote the mobilization and involvement of women in the entire literacy promotion effort. Some examples of such measures might be: (a) opening sufficiently large numbers of adult non-formal education centres exclusively for women; (b) staffing these centres with women instructors, even though they may lack full educational qualification, and providing facilities of continuing education for them to acquire instructional skills; (c) expanding the role of literacy centres to become centres of rest and relaxation; (d) designing primers exclusively for women to cater to their felt needs, so that their natural interest in learning is generated and sustained; (e) integrating vocational skills in the literacy programmes so that, through literacy, women can improve their general economic

well-being; (f) treating the women learners with dignity, equality and respect and according them public recognition; and (g) launching a series of discussions to examine the merits of the various traditional, changing and emerging roles for women to permit a greater range of choices for women.

m) One of the serious problems in the eradication of illiteracy is lack of appropriate and adequate learning materials for the learners. There is a need to provide at least one book for each illiterate and neo-literate with all information and knowledge for living a meaningful life.

Different countries have different bureaux, agencies, systems and institutional framework for administration and implementation of programmes like UPE, EOI and CED. Because UPE, EOI and CED are closely interlinked in their objectives, strategy and operationalization, there should be a co-ordinating mechanism at the level of the national government which can provide the interface between those responsible for implementation of the three programmes as well as those serving in other Ministries like Health and Family Welfare, Women and Girls Development, Youth and Sports, Culture that are closely concerned with implementation of programmes of human resource development. Such a body could be headed by the Minister of Education or the Permanent Secretary of Education. It should be a small and compact body with representatives of all concerned ministries, departments, agencies and NGOs and should meet regularly and efficiently. It should in its meetings cover all aspects of administration and implementation of all the three programmes. The decisions and recommendations of this body should receive due priority and consideration by the Ministry of Education and all others concerned.

The Meeting endorsed the conclusions and recommendations made in the meeting of the Working Group on ILY held in New Delhi on 11-14 October 1988. The group, however, made the appeal to all international organizations, like UNICEF, World Bank, Asian Development Bank, to accord high priority to literacy promotion efforts in those countries which have a low rate of literacy. The group presses for increasing co-operation and support.

In the countries of the Asia-Pacific region, there may be countries where there is need for reinforcing political will and national commitment. The group feels that frequent visits and contacts by representatives of international agencies with those countries, and also involving the governments of those countries in committees, conferences and consultations, would greatly help in generating and reinforcing necessary political will and commitment in those countries and in sensitizing various layers of government.

The group feels that the term 'eradication of illiteracy' used in the APPEAL document is restrictive in its scope and may be replaced by a more positive nomenclature such as 'promotion of literacy'.

The group also noted that the time span indicated in the APPEAL document in regard to achievement of full literacy were target dates or milestones. These have been laid down on the strength of the collective wisdom and the consensus arrived

at in the General Conference of the member countries of Unesco (Twenty-Third Session) at Sofia in 1985. Achievement of the target was dependent on a host of factors and it was not possible to indicate at this point of time as to whether all these conditions would be fulfilled as expected. It was, however, agreed that it should be the endeavour of the member countries of the Asia-Pacific Region to adhere to the targets and datelines indicated in the APPEAL documents.

UNIVERSALIZATION OF PRIMARY EDUCATION (UPE)

Problems and Issues related to UPE

Access to Education:

This problem transcends the problem of distance and geographical barriers that a pupil has to go through to reach school. It is also compounded by cultural constraints, economic difficulties and even religion.

Retention:

Once pupils get to the classrooms, it is important that they complete the full cycle of primary education. The problem of retention is related to wastage and naturally contributes to illiteracy.

Achievement or Performance:

The weakening quality of primary education is caused by various factors, such as the lack of parental and community support and inadequacies in instructional materials, teacher training, physical facilities, evaluation procedures and management systems. In addition, many children who enter the primary school cycle are deprived of preparatory exposure to schooling. Pupils' inadequate competence in the language which is the medium of instruction is another factor contributing to low achievement.

In order to accelerate the promotion of UPE, the following target groups will need to have their needs met:

a) Women and girls.

Women and girls constitute a very substantial proportion of illiterates and non-enrolled children at primary school age. Getting the women and girls to study even the very rudiments of the three Rs will increase the rate of participation.

b) Ethnic and cultural minorities.

This group includes the tribal groups, especially those who live in mountainous and remote areas.

c) Socially disadvantaged groups.

People in this group include those who for lack of opportunities are left out of the educational stream.

d) Children in urban slums, the urban poor, migrants and the new settlers.

Individuals in these last two categories usually settle in the periphery of the cities and the capital cities. In most cases, they have no permanent address and are far from schools. They stay in parks or in carts, which they use in the day time to peddle their wares.

e) Children with special education needs were also considered.

However, since their needs go beyond the realm of education alone, it was felt that they merit special provision above and beyond primary education.

Strategies for Achieving UPE, by Interfacing EOI and CED

A strong primary education is necessary to eradicate illiteracy and this may be achieved if there is a broad, strong literacy and continuing education programme with community backing. Some methods of integrated planning suggested were the following:

a) Area-based planning.

This calls for the organization of an interagency committee from government organizations and the NGO that will systematically study the problems of illiterates. On the basis of the conclusions, the committee would identify appropriate solutions relevant to the area. Options may include, for example, classes for elder children, who could not go to school because they are left by their parents to mind the younger sibling, or provisions for multigrade classes.

b) Participatory planning.

This works well in decentralized settings. Ideally, the intended clients are asked what they feel to be their needs and expectations. For example, parents, educators and some lay people may be asked what they considered quality primary education, what should be, or what attributes and standards are considered necessary in a primary education graduate. On the basis of these various expectations of what quality education should be, plans may be developed that will respond to the needs of each particular area.

c) Awareness-building campaign.

A substantial information, education and communication programme (IEC) to generate awareness of and interest in the UPE among its target clients and the different publics should be carried out. Through it, the clients will be made aware of the relevance of UPE in improving the quality of their lives in the future. This may be done through the mass media and folk-media approaches, e.g. primers or brochures, VTR documentaries, posters, info-bulletins, radio plugs, mass print, radio broadcasts and consultative conferences.

Some programmes that may be appropriate in support of the integrated plans are:

a) Parent education.

In the cases where children are being kept by parents at home to mind the house and the younger children, the parents may come to realize that if their children are sent to school to complete an education, there will be rewards in the form of better quality of life, because their children will have a chance of earning more income.

b) Flexibility of schedule or class programming.

Parents may be consulted as to the time they need their children the least. Class schedule may then be set to coincide with the time the children are least needed at home.

c) Increasing the female teaching force.

In areas where cultural constraints persist, e.g. where girls are segregated from boys, the training of more female teachers may be very desirable.

d) Provision of financial and material incentives.

This may attract the attention of a number of people, especially those with few economic resources.

e) Designation of an official in charge of UPE.

If a person is in such a position and authority, it will enable the official to make everyone aware of the importance of UPE. Some supervisory positions will be needed to support the work of this official and the work of UPE.

f) Use of non-traditional methods of education,

e.g. a mobile school, street schools for street children, multigrade classes, etc.

g) Increased use of research-based data.

Research-based data should be used in the development of plans which are responsive and realistic to the needs of the intended clients.

h) Monitoring and evaluation.

Monitoring and evaluation will indicate to the planners and implementers information on the pace of progress. Based on the outcomes of monitoring and evaluation, alternative plans and strategies can be developed. An entire plan may be modified substantially if it is discovered that it is not producing the desired results.

One special issue which was given serious consideration in relation to achievement was the issue on language used as medium of instruction. Whether the child learns and achieves better if he/she is taught in his/her own language was given considerable thought. Where a language other than the mother tongue is used as the medium of instruction in primary schools, it is recommended that suitable arrangements be made for the child to make an effective transition from his/her mother tongue to the official medium of instruction in school.

A second special issue is the need to achieve universalization of primary education through persuasion rather than compulsion. Community resources can be mobilized in order to raise the awareness of the value of education.

On the issue of the improvement of the quality of education, the group agreed that this can be achieved with the development of relevant curriculum and instructional materials, adequate teacher training, the early preparation of pupils for primary school, and an occupational and vocational orientation within the school.

CONTINUING EDUCATION FOR DEVELOPMENT (CED)

The survey of national studies and experiences indicated that the term 'continuing education' had been used in different contexts in Asia and the Pacific. It has been used to refer to:

a) Compensatory education for those with inadequate basic primary education;

b) Equivalency education for the out-of-school youth;

c) Various forms of adult education and non-formal education; and

d) Lifelong learning opportunities.

The exact definition of 'continuing education' will depend on the needs and capabilities of the countries concerned. However, continuing education in the context of APPEAL should include all forms of education which take place in support of UPE and EOI as well as education which goes beyond the basic education service of providing lifelong learning opportunities.

Objectives and Categories of Continuing Education

Attention was drawn to the objectives and categories of CED as developed by the Sub-Regional Workshop on Continuing Education held in Canberra (November 1987). The categories are:

Post-literacy and remedial continuing education

These are programmes aimed at enabling people to function effectively and include programmes directed towards the maintenance and improvement of basic literacy and computing skills. A second category of remedial continuing education aims at giving individuals sufficient general or basic skills enabling them to compete for jobs.

Developmental continuing education

These programmes are aimed at giving men and women greater capacities as workers, parents, housewives, husbands and community members. A second type of developmental continuing education allows individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

Future-oriented continuing education

Programmes here are directed towards providing workers, professionals, regional and national community businessmen, villagers and planners with new skills, knowledge and techniques to help them and their organizations or communities to adapt to growing social and technological change.

The suggested objectives of CED are as follows to:

a) Provide opportunities for the development of the individual to function fully as a useful and responsible citizen and to cope with societal changes;

b) Provide post-literacy and remedial continuing education;

c) Enable the community and country to meet its economic, social and spiritual needs;

d) Help the individual to achieve a happier and healthier life; and

e) Motivate people to have a desire to learn.

It was also suggested that in order to link continuing education more closely to UPE and EOI, there is a need to further elaborate the roles of continuing education in the other two areas of APPEAL.

Examples of ways in which CED has been used to contribute to the attainment of UPE and EOI include:

- creating a more literate environment to enhance initial motivation for participation in primary and literary education;
- complementing the learning processes in primary and literacy education; and
- providing post-literacy learning opportunities to prevent relapse into illiteracy, to further upgrade the skills and to promote application of the knowledge and skills acquired in the daily life of the learners.

Clientele of CED

If CED is to contribute to lifelong learning, it should be available to all members of society. However, not all CED needs should be provided or financed by the State, Government efforts should be directed at the disadvantaged groups, particularly: the non-enrolled; the school drop-outs; and the newly literate groups

The disadvantaged groups in the three categories above include those who lack motivation and possess inadequate information about their work and family responsibilities – such as women's groups, out-of-school youth, the elderly, minority groups, physically handicapped, prisoners and the like.

Types of CED Programmes

The Meeting examined the categories of programmes proposed by the Canberra Sub-Regional Workshop and, in the light of the national experiences, modified the basic categories of CED programmes as follows:

a) *Literacy Promotion Programmes* aim to promote the creation of a literate environment in order to stimulate initial motivation for participation in primary and literacy education, upgrading literacy skills and enhancing individual capacities. Examples of programmes presently being carried out are the establishment of reading centres, library services, the use of media to promote literacy and dissemination of reading materials designed for neo-literates.

b) *Equivalency Programmes* enable people with inadequate education to receive functional and equivalency education at the primary level and beyond the primary level. In view of the vast number of out-of-school children and youth, these programmes can play critical roles in bringing about equity in access to education and are often in great demand. A large number of countries within the region are now implementing some forms of equivalency education.

c) *Developmental Continuing Education Programmes*, which can be further divided into:

- income-generating programmes to help the learners acquire or upgrade vocational skills and to conduct income-generating activities; and

- quality of life improvement programmes aimed to equip the learners and the community with essential knowledge, attitudes and skills about such topics as parenting, population education, drugs, citizenship, social and cultural awareness, leadership, etc.

d) *Future-oriented Continuing Education*, as proposed by the Sub-Regional Workshop on Continuing Education, is another category of programmes aimed at providing people with new skills, knowledge and techniques to adapt themselves and their organizations to growing social and technological change.

Modes of Delivery

From the review of national experiences, it became evident that providers of CED range widely from professional education agencies, non-education development government agencies, non-government agencies, business enterprises and religious institutions to community groups. Similarly, personnel employed in CED have included: community leaders, educators and teachers, welfare workers and volunteers, religious leaders, high school students, journalists and writers, army personnel and elders.

CED may be provided in various ways and places, such as: classrooms; learning groups in community halls, temples, mosques and churches; apprenticeship training; mass-media including TV and radio; and folk media, religious education, exhibitions, publications, etc.

Special efforts must be taken so that continuing education programmes can be simple, easy to understand, interesting, relevant, accessible, inexpensive, meaningful and attractive.

Interface Mechanism for Planning, Co-ordination and Evaluation

Having identified the basic characteristics of continuing education, the Meeting proposed the following strategies for interface among UPE, EOI and CED.

a) It was felt that the existing National Co-ordinating Committees for APPEAL should serve as the central mechanism for planning, co-ordination and evaluation.

b) These Committees should include professionals from all three areas of UPE, EOI and CED. They should also include politicians, teachers and administrators.

c) The Committees should be responsible for formulating policy guidelines on CED, specifying goals, targets, and support to be given by the government. These guidelines should take into consideration the functions of CED in support of UPE and EOI.

d) National Co-ordination Committees should compile data on ongoing programmes and identify specific targets up to the year 2000.

e) National Co-ordination Committees should formulate strategies for mobilization of resources for the integrated plan of action and should be responsible for allocation of resources among the three components of APPEAL.

f) National Co-ordination Committees should establish a monitoring mechanism as well as periodic reviews of CED status in order to assess the progress and shortcomings of CED may be used in planning improvement for future development.

g) Pilot programmes should be carried out in selected areas to assess viability of the project and thus make necessary amendments for full implementation. This could be done by getting professionals from each of the three areas to develop methods and techniques in undertaking the APPEAL programme in a specific district or area.

Strategies to Tackle the Problems and Issues related to CED

The Meeting identified the following problems and issues in the provision of CED.

a) Conceptual development and dissemination:

The meeting felt that in order to obtain support from politicians, decision-makers, planners and potential learners, there is a need to promote knowledge and understanding of CED and demonstrate its contribution of CED to UPE and EOI. Knowledge on the roles of CED need to be more widely disseminated.

b) Organization.

While there has been a rich variety of CED programmes in each country, there has been limited systematic attempt to develop coherent policies and plans for continuing education or to co-ordinate the activities of the different authorities involved in carrying out CED in regard to contents, personnel, resources and the ways different CED programmes can reinforce and complement each other.

c) Materials and methodology:

Materials used in CED are often of poor quality, few in quantity and unevenly disseminated to the groups that need them. The methodologies employed in continuing education programmes also need further improvement and innovation to expand their coverage, raise quality as well as effectively motivate the target learners.

d) Personnel.

Personnel involved in the teaching of continuing education and in the training of trainers need to be assessed. This is particularly so because of the different agencies involved in continuing education with different standards of quality, approaches and utilization of non-education personnel.

e) Resource:

Resources are always scarce and lack of understanding about the role and functions of CED in comparison with UPE and EOI makes the problem of funding more acute.

Possible Solutions

The Meeting made some recommendations to overcome the issues and problems in the development of continuing education.

a) The benefits derived from CED should be made known to the target groups – namely the learners, as well as planners and decision-makers. Through publicity campaigns, radio, TV and other media, a climate can be created to facilitate better public acceptance of ideas and changes.

b) More research should be conducted to ascertain the benefits of CED for policy-makers and other funding sources. For example, if industries can be convinced that CED programmes lead to greater productivity and hence more profits, then industry and business may throw more support to APPEAL.

c) Organizational problems can be overcome by a strong central committee at the national level having access to all aspects of planning, implementation, resources and monitoring. At the same time, decentralized and integrated mechanisms should be strengthened to develop action plans and programmes in response to the specific needs and conditions of learners in different localities. There should also be strong co-ordination between government and nongovernment organizations, as well as other voluntary bodies.

d) Provision of incentives to the private sector may stimulate greater societal acceptance of CED.

e) Attempts should be made to produce a wide variety of teaching-learning materials, both audio and visual. The greater the variety, the more effective are the results.

f) Mass media organizations like newspapers, radio and TV stations should be fully utilized. Attempts should be made to increase the educational input in the publications and broadcasts of these groups.

g) Competitions and contests should be organized to improve materials. Good examples of teaching and learning materials can be documented and shared.

h) Exhibitions should be held from time to time to display exemplary materials.

i) In terms of personnel development, it was suggested that learners be given time off during working hours to attend CED classes.

j) Refresher courses should be held periodically to upgrade instructors' and trainers' skills, techniques and knowledge.

k) More teaching-learning modules must be prepared for the use of instructors.

l) A training and research network must be set up to maximize the expertise available in universities, institutes and colleges to carry out research and develop training manuals in CED.

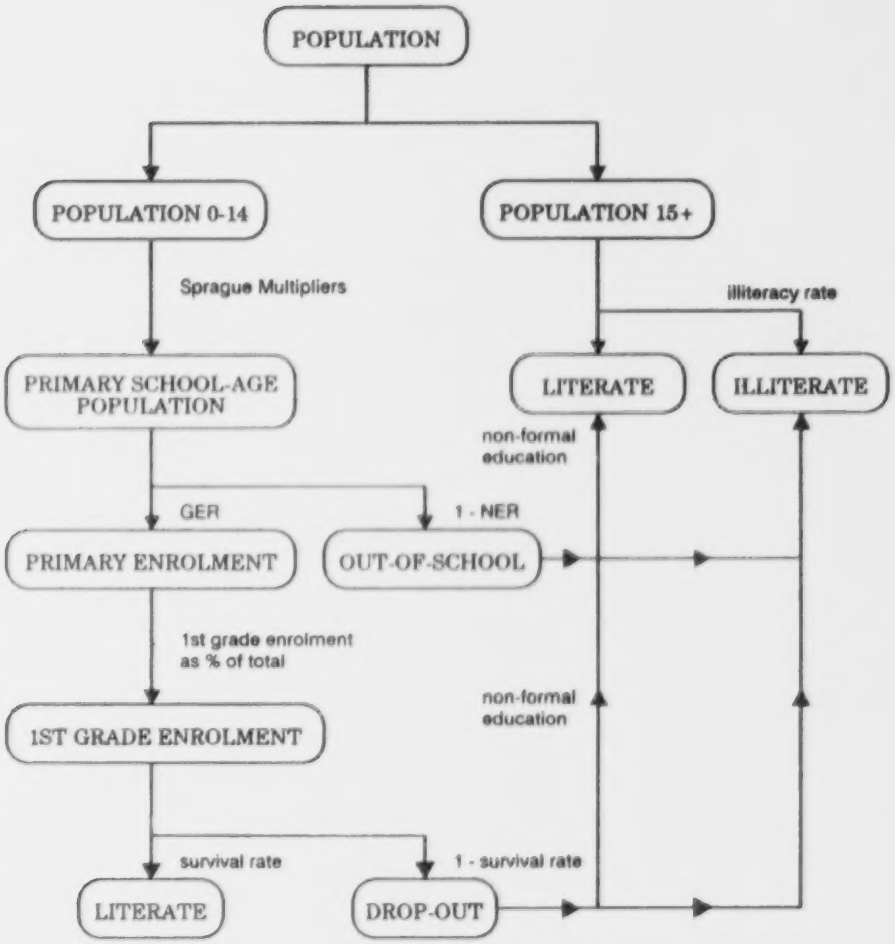
m) Attempts should be made to produce different contents suitable to different target populations, such as the physically disabled, those living in distant and remote areas, and women who have difficulty in attending regular classes. Transmission of such materials could be done through distance education.

INTEGRATED PLANNING AND CO-ORDINATED IMPLEMENTATION

Countries in the region are becoming increasingly aware of the need, during implementation of APPEAL, to take into consideration the complex interactions among EOI, UPE and CED and their implications on the effectiveness and efficiency of APPEAL.

It has been repeatedly stressed that APPEAL will have to be planned and implemented in an integrated manner, taking full cognizance of the effects of non-enrolment and drop-out on the level of future literacy efforts and the role of non-formal continuing education to attenuate these negative effects and to

CHART 1
INTEGRATED DIAGNOSTIC MODEL
FOR EDUCATION FOR ALL



GER = Gross Enrolment
NER = Net Enrolment

consolidate literacy. The motto adopted by China to: "Firstly eradicate (adult illiteracy); secondly block (further influx of illiterate youth); and thirdly improve (quality of learning)" very appropriately reflects the common concern under APPEAL.

To facilitate the task of integrated planning of education for all, Unesco developed a conceptual model (Chart 1), which depicts the interactions between the problem areas, as well as ways to assess the level of non-enrolment, drop-outs and their effect on adult illiteracy. This conceptual model was presented during the meeting and the operational microcomputer-based simulation model was distributed to the participants on diskette together with the methodological guide.

Integrated diagnostic analysis based on the data provided in the national studies and reports submitted to the meeting clearly demonstrated the many negative consequences of the lack of co-ordination between efforts in literacy, primary education and continuing education in the past. Enrolment in primary education doubled in most countries from 1960 to 1980. This salient achievement was, however, annihilated by rapid population growth, which resulted in actual increases in the number of non-enrolled in many countries. Accompanying the growth in enrolment, there has been a corresponding increase in drop-outs to a level that drastically reduced the effectiveness of enrolment drives, not to mention the subsequent massive influx of out-of-school children and youth into the stock of adult illiterates.

Effective planning of literacy programmes will, therefore, have to take into account the level of non-enrolment and drop-outs in primary education. Expansion of primary education will have to be planned in order to maximize access and retention, so as to facilitate literacy efforts for adults. And it will be the responsibility of continuing education, most probably in collaboration with both literacy and UPE programmes, to provide non-formal educational opportunities to the out-of-school.

The Meeting made the following observations and suggestions on Integrated Planning for APPEAL:

Orientation and Approach

a) The three components, EOI, UPE and CED, should be seen as mutually reinforcing, independent and yet interdependent and supportive of each other.

b) The programme areas of EOI and UPE should be simultaneously backed by an effective programme of non-formal education for those in the age-group of 9-14 who have either dropped out of the formal stream at some stage or who did not have any opportunity of schooling at the school-going age.

c) Both group efforts and individualized efforts should be made in tackling the problems of illiteracy eradication. The group effort is based on the centre-based approach, while the individualized approach is based on such approaches as "Each One Teach One".

d) In areas of acute concentration of illiterates, the viability of a mass time bound campaign approach by involvement of teachers, students, youth and others in the community may be considered.

e) The involvement of the NGOs should be encouraged by giving them necessary administrative, technical and financial support to supplement the efforts of the government.

f) In the area of EOI and UPE, attention should be given to special clientele target groups such as women and girls, ethnic and cultural minorities, socially disadvantaged groups, children in urban slums, the urban poor, the migrants, new settlers, etc.

g) To support the goals of APPEAL and the provision of lifelong learning opportunities, the CED should include literacy promotion programmes, vocational skills development or income-generating programmes, quality of life improvement programmes, leadership courses, citizenship courses and cultural awareness programmes. However, the government efforts and resources should be especially devoted to: (i) the non-enrolled; (ii) school drop-outs; and (iii) post-literate groups as the major clienteles.

Organizational Mechanism

a) The existing National Co-ordination Committees may best serve as a framework mechanism for planning co-ordination and evaluation of the APPEAL activities at the national level.

b) The National Co-ordination Committees should include professionals from all three areas of EOI, UPE and CED, as well as politicians, teachers and administrators.

c) The National Co-ordination Committees should be in a position to formulate policy guidelines for APPEAL activities at the national level and participate in the decision-making processes in the allocation of resources for implementation of those activities.

d) In some cases, the National Co-ordination Committees may need the support of a Technical Working Group for achieving the objective of integrated planning and co-ordinated implementation, in view of the fact that a multiplicity of agencies, governmental as well as non-governmental, are involved in this formidable task.

e) The systems of data collection, processing and retrieval should be strengthened and improved with a view to providing more reliable and accurate information which is a prerequisite for integrated planning and co-ordinated implementation of the action areas under APPEAL.

f) A monitoring and feedback mechanism would be required to assess the progress achieved towards the goals of APPEAL at the national level on a periodic and regular basis.

Methods and Means

a) Area planning is considered to be appropriate to co-ordinate the three action areas at the micro level. Pilot programmes in selected areas should be carried out to assess the viability of this approach for integrated planning and co-ordinated implementation with a view to fuller implementation to achieve the goals of APPEAL. Furthermore, this approach should be based on the principles of decentralization and participation of all functionaries and concerned parties at the grass-roots level.

b) Measures for mobilization and motivation of the learner, creation of a conducive environment, production of appropriate teaching-learning materials, training and retraining of personnel responsible for literacy programmes, certification and establishing equivalency of the non-formal and adult education programmes are some of the essential means to achieve the objectives of EOI.

c) Media support for mobilization and motivation in literacy promotion, to generate awareness of and interest in UPE and to popularize CED programmes, is considered most essential.

d) The need for development of materials for neo-literates as well as various CED programmes is keenly felt. With the advent of modern communication technology, the materials include not only printed materials but also audio-visual materials, which should be fully utilized in support of APPEAL activities.

e) The teaching-learning materials should be designed to suit the needs of specific clientele groups taking into consideration their linguistic needs and their cultural backgrounds.

f) In the context of UPE, parental education, flexibility in class timetable and schedule, provision of financial and material incentives, use of non-traditional methods of education such as a mobile school, multigrade classes, etc., should be encouraged.

g) CED programmes should be further researched and improved, and the training and retraining of personnel engaged in CED programmes should be facilitated.

h) Tax incentives may be provided to the private sector to generate greater motivation and fuller commitment to CED.

Suggestions

a) The National Co-ordination Committees may launch pilot projects on integrated planning and co-ordinated implementation of the three action areas under APPEAL at micro level and report the results of the pilot projects to the Second Meeting of the Regional Co-ordination for APPEAL.

b) The National Co-ordination Committees may develop a plan of action for improvement of data collection and information systems to support integrated planning and co-ordinated implementation of the three action areas under APPEAL and report at the Second Meeting with regard to the initiatives taken and results achieved.

c) The National Co-ordination Committee may develop a monitoring and evaluation mechanism to review and assess the progress and achievements towards the goals of APPEAL at the national level.

Part Four

INTERNATIONAL LITERACY YEAR

There was agreement that International Literacy Year (1990) represents both an important opportunity and a decisive challenge for APPEAL. The Year offers an occasion for mobilizing public awareness and political commitment to the vigorous pursuit of the objectives of APPEAL. It also poses a serious challenge, because the failure to grasp and exploit this opportunity would result in a loss of momentum which would be extremely damaging to the programme.

There was a consensus that the key to the success of ILY would be the extent, type and quality of action undertaken to prepare and carry out the Programme of the Year at the national level. Action at the regional and world levels can complement and amplify national action, but it cannot substitute for measures at the national and local levels. The establishment of national committees for ILY, or the designation of existing structures like National Co-ordination Committee for APPEAL to assume responsibility for the Year, was considered to be a priority. Governments were urged to take immediate action to establish national co-ordinating structures of ILY, if this has not already been done, and to notify Unesco of their action as soon as such action is taken. The ILY Secretariat was requested to circulate information regarding the composition of national committees for ILY and their plans of action in order to facilitate regional and international co-operation.

It was considered that the role of a national committee should not be limited to planning and carrying out national activities for ILY, but that committees should also be channels of communication between the local and the world levels. By making known to local committees and non-governmental organizations what is happening at the international levels, the national committee can inspire action by giving a wider and deeper meaning to events related to the year, demonstrating that these are not isolated activities, but significant elements in an international movement for education and development. Conversely, an awareness at the global and regional levels of local activities gives substance, resource and testimony that ILY is not only words and proclamations, but concrete and meaningful action at the grass-roots. It was also suggested that the national committees should, wherever possible, be broad-based structures including not only educators concerned with various fields of education, but also those responsible for health, nutrition, population, industry, agriculture, women's organizations and other groups suggested in relevant development activities.

Numerous events have been suggested for ILY as a means of creating awareness and mobilizing resources and wills: literacy trains and caravans containing exhibitions; the creation of logos, slogans, songs and posters; the holding of

high-level conferences, concerts, sports events and essay contests; the publication of fiction, poetry, etc. by the newly literate; and the extensive use of the mass media, including the regular broadcasting of literacy news and spots. Speakers emphasized that ILY should be a means to create both awareness and clarity regarding literacy. More accurate, comprehensive and up-to-date data on local, national, regional and world literacy situations is needed. ILY could be an occasion to make the need for better information known in order that it may be acted upon. Such information would, moreover, facilitate the evaluation of ILY, which is called for in the United Nations "Guidelines for International Literacy Year" and was mentioned by several speakers.

Several principles of action for the promotion of literacy and, more particularly, for ILY were expressed. Literacy should be presented and acted upon as a vital part of a wider movement for development, progress and equality and not as a mere exercise in the teaching of the three Rs. Close co-operation should be developed both among governmental agencies and between governmental and non-governmental organizations for the promotion of ILY, and increasing public awareness should not be seen as an end in itself but as a means for mobilizing needed resources and reinforcing the political will of leaders.

The suggestionsa of the Working Group Meeting on ILY under APPEAL, which are presented in PROAP-88/APPEAL-MRCA/8 and summarized on pages 48-54 of document PROAP-88/APPEAL-MRCA-5, "A Regional Study of Asia-Pacific Programme of Education for All (APPEAL): an overview", were fully endorsed by the Meeting as a regional view on the Preparation a Plan of Action of the International Literacy Year 1990. (Full text of the Suggestions is given in Annex VI.)

Further Suggestions for the Preparation of a Plan of Action for the International Literacy Year (ILY)

In order to further strengthen the actions for the International Literacy Year (1990), the Meeting made following suggestions.

The Meeting reviewed the main objectives of the International Literacy Year which aim at eliminating the problems of illiteracy and functional illiteracy by increasing:

- action by the governments of Member States;
- public awareness;
- popular participation;
- co-operation and solidarity among Member States;
- co-operation within the United Nations; and
- use of International Literacy Year for launching the Plan of Action for the eradication of illiteracy by the year 2000.

In consideration of these objectives and the present status of EOI, UPE and CED in contributing to the eradication of illiteracy, the Meeting proposed the following suggestions:

Data on Literacy

The Meeting recognized the problems concerning the confusion, the inaccuracy and the unavailability of data on literacy and proposed that, by 1990, more reliable data on literacy be made available on a regular basis.

To achieve this, each country should: clarify its definition of literacy; identify other relevant data which are needed for eradication of illiteracy, such as school drop-outs and reversion to illiteracy; establish mechanisms to compile, store and disseminate the data on a systematic and regular basis; and train key personnel for data collection analyses.

Policy and Plans

The Meeting suggested that:

a) A top-level conference should be held involving heads of states, ministers of education and ministers of planning to discuss a Plan of Action for the eradication of illiteracy in the year 2000.

b) Attempts should be made to incorporate eradication of illiteracy as an integral part of national development plans.

c) Targets for the provision of literacy and continuing education should be set for the year 2000.

d) Each country should examine critical issues concerning eradication of illiteracy and formulate clear policy guidelines. One such issue is the relationship between bilingualism and literacy.

Organization and Mobilization of Resources

a) Meetings of planners and literacy workers should be organized to review past experiences and to formulate future plans of action. Non-education institutions should be invited to participate and to formulate their plans of action.

b) The countries should set up organizational structure from national level to local level to plan and implement literacy programmes. The organization should include representatives from development agencies and NGOs.

c) Closer cooperation between government agencies and non-government agencies should be explored and supported through seminars, documentation and dissemination of experiences. A specific example is the World Assembly of the International Council for Adult Education on the topic of Literacy, which is scheduled to be held in Bangkok in January 1990.

d) To provide incentives for participation by non-educational institutions in eradication of illiteracy and promotion of continuing education, international

and national prizes should be awarded to exemplary institutions and their experiences publicized and disseminated.

Technical Development

A wide variety of suggestions were suggested for ILY which aim at improving the quality, relevance and the responsiveness of EOI, UPE and CED.

These suggestions include:

a) **Conferences of educators and literacy personnel on such topics as relapse into illiteracy;**

b) **International cooperation for preparation and evaluation of materials;**

c) **The conduct of competitions to identify better, more creative learning materials;**

d) **Mobile exhibitions of award-winning learning materials to countries within the region;**

e) **Training of national trainers on various aspects such as materials development and production, data collection, the use of mass media, etc.; and**

f) Translation and mass production of exemplary learning materials, such as ACCU's children literacy books and reading materials for neo-literates.

Public Awareness and Support

To enhance public awareness and participation, the Meeting suggested that:

a) There should be daily spots on literacy appearing on international and national media. This can be done through a media blitz in the form of development of slogans and posters, use of posters, bulletins, primers and brochures, as well as the use of radio and TV plays.

b) Events such as Sport Aid and concerts for literacy should be organized to raise funds, awareness and support. To this end, exhibits on ILY may be held, and contests to find the best posters, songs and essays may also be organized in connection with ILY. Prizes and incentives may be solicited to inspire individuals to participate.

c) Literature written by learners who become literate during ILY might be produced and disseminated.

Evaluation

The total programme cycle should be evaluated periodically to identify gaps between planned projects and accomplishments to guide planners on what courses to pursue in succeeding phases.

Part Five

REGIONAL AND INTERNATIONAL CO-OPERATION FOR APPEAL

The recommendations of the Working Group Meeting on ILY under APPEAL held in New Delhi, India on 11-14 October 1988 were presented by the Chairman of the Working Group. This was followed by statements from the representatives of UNDP, UNICEF, the Asian Development Bank, ASPBAE and ACCU.

The UNDP representative stated that one of the major themes of UNDP is the development of human resources for the purpose of providing for improved: (i) management of development; (ii) development activities relating to the private sector; and (iii) community and grass-roots development, including the role of women and youth. As a funding agency, UNDP is committed to continue to support innovative programmes such as those covered under APPEAL. However, he informed the Meeting that requests for funding have to be supported by the governments in the region.

The UNICEF representative described their APPEAL-related activities, such as the linkage of literacy with local economic development for specific groups such as women and girls; involvement of other disciplines in the development and production of learning materials; social mobilization for tackling illiteracy; linking formal and non-formal education through the involvement of children and teachers alike in the production process; parental education as a continuing education activity; and mobilization of community support by involvement of disadvantaged women and adolescent girls in micro level educational planning and management. All these were pointed out as evidences of UNICEF co-operation with Unesco in the areas covered under APPEAL programmes in the past, at present or in the future.

The ADB representative informed the Meeting that a recently adopted ADB policy on education and training has mandated ADB to assist its developing member countries in such areas as UPE, EOI and continuing or lifelong education which will help them in their efforts to achieve the goals of APPEAL.

The ASPBAE representative gave information about its participation in Unesco activities which are literacy-related. These include training of literacy personnel, development of literacy and post-literacy materials, conduct of dialogues/discussions on issues concerning literacy, promoting continuing education through computers, and legal literacy. On behalf of ASPBAE, he pledged to continue the co-operation with Unesco and other NGOs on all future consultations and programmes on literacy.

The ACCU representative announced that from 1989 to 2000, in support of Unesco and participating countries, ACCU will:

a) make efforts to develop good quality materials for neo-literates through producing Asian Joint Production (AJP) prototype materials;

b) assist participating countries to produce a large number of national versions of AJP materials and widely disseminate them by providing in all, around US$20,000 a year, which will amount to a total of around US$220,000;

c) train personnel for production of materials for neo-literates, especially for women and for use in vocational education;

d) study the feasibility of co-operating in the production and dissemination of literacy books for children all over the world; and

e) seek approval for recognition of the significance of literacy education in and outside the country and co-operate in seeking funds for the eradication of illiteracy.

The Meeting expressed great appreciation to ACCU for its valuable contribution in the development of literacy materials, and it has requested ACCU to continue its contribution.

After the presentation of the statements by representatives of UNDP, UNICEF, ADB, ASPBAE and ACCU, the Meeting discussed ways and means to strengthen regional and international co-operation for APPEAL.

The Meeting approved the recommendations made by the Working Group Meeting on ILY under APPEAL held in New Delhi, India on 11-14 October 1988, which includes:

Mobile Team for APPEAL

In order to help the Member States to strengthen their national capabilities to formulate programmes and projects for mobilizing internal and external resources for APPEAL, a Mobile Team for APPEAL should be established. The Mobile Team will require the following persons:

a) team of national experts;

b) representatives from donor countries and technical organizations;

c) consultants drawn from countries where successful programmes have been carried out; and

d) specialists in project formulation.

The Mobile Team will carry out sub-sector studies, identify projects and conduct training in the preparation, implementation and evaluation of projects at the national level.

A Regional Project for Literacy Co-operation

In order to help the Member States strengthen their national capabilities in the following areas, a Regional Project for Co-operation in Literacy under APPEAL should be established.

The programme areas of the project will be:

a) reinforcement of mutual political will;

b) enhancement of technical resource development capabilities in the field of curriculum development, training of personnel, test and measurement, research and evaluation; and

c) institution building, etc.

Some large-scale pilot projects should be undertaken to test various methods and to demonstrate effectiveness of projects using the integrated approaches through programmes in cooperation with U.N. Agencies.

The Meeting recommended the following:

a) A Unesco Meeting for Regional Co-ordination of APPEAL should be held every two years. It was the consensus of the Meeting that each Member State must strengthen its National Coordination Committee/Mechanism to mobilize public opinion in favour of APPEAL, co-ordinate different activities of APPEAL and monitor and evaluate APPEAL-related activities. More NGOs and representatives from development agencies should be included in the National Coordination Committees/Mechanisms. The National Coordination Committee/Mechanism should prepare a yearly state of the art report on APPEAL and send it to Unesco PROAP.

   Unesco PROAP should publish the annual Progress Report of APPEAL regularly and some parts of it should be published in the APPEAL Newsletter.

b) International organizations like Unesco, UNDP, UNICEF, etc., should help the Member States to understand fully and appreciate the gravity of the problems of illiteracy and its impact on socio-economic development of the people individually and collectively, especially among women and the disadvantaged populations.

   In order to generate awareness and commitment among the policy-makers and legislators, a visitation programme should be arranged to study successful projects.

c) The problem of illiteracy among the girls and women is very severe and its solution is crucial for the success of APPEAL. Therefore, more national and regional programmes are needed to help the Member States provide literacy and essential services to girls and women

d) Networking should be developed to facilitate exchange of information, publications, experiences and expertise among institutions and countries.

A Training Network for APPEAL has already been set up. The Network should be strengthened.

The Network under APEID has been effectively helping universalization of primary education programme. This should be further strengthened.

As there is no network for continuing education, one should now be established to exchange information, publications, experiences and expertise on continuing education.

It was also recommended that more publications should be developed to disseminate information and ideas about definitions, objectives, categories and the planning process of continuing education. In this context it was recommended that the Report of the Sub-Regional Workshop on Continuing Education held in Canberra, Australia on 18-20 November 1987 should be published and disseminated widely.

Mobilization of Mass Media for APPEAL

The participants in the Meeting strongly recommended that APPEAL should mobilize the mass media for awareness building and for instructional purposes. In this regard the National Coordination Committees should include representatives of the press and mass media.

The Meeting welcomed the participation of the representative from Yomiuri Shimbun of Japan, and the Meeting also expressed appreciation that it is launching a campaign for literacy in Asia and the Pacific under ILY.

Annex I

AGENDA

1. Inaugural Session

2. Election of Officers of the Meeting

3. Review of Progress in the Implementation of APPEAL and Identification of Problems and Issues

4. Consideration of Strategies for Achieving the Goals of APPEAL, including a Regional View on the Preparation of a Plan of Action of the International Literacy Year in 1990

5. Discussion on Strengthening International and Regional Co-operation in support of APPEAL

6. Consideration and Adoption of the Draft Report

7. Closing of the Meeting

Annex II

ADDRESSES

An Opening Address
by
H.E. General Mana Ratanakoses
Minister of Education, Government of Thailand

Mr. Director of Unesco PROAP,
Distinguished Participants,
Ladies and Gentlemen,

It gives me a great pleasure to be with you this morning at the Opening Ceremony of the First Meeting for Regional Co-ordination of APPEAL. On behalf of the Royal Thai Government, may I extend to all of you a very warm welcome to our country.

Ladies and Gentlemen, as Minister of Education, I realize that one of the most important challenges in the Asian and Pacific countries is the eradication of illiteracy and the provision of continuing education. I am therefore certain that every country in our region appreciates Unesco's initiatives in responding to the immediate needs of the countries in the region by launching the APPEAL programme.

The declaration of 1990 as the International Literacy Year by the United Nations General Assembly last year was indeed very timely and should be regarded as a major step towards strengthening co-operative efforts among the member countries, particularly in Asia and the Pacific Region, where the illiteracy rate is the highest in the world. I am very pleased to know that this Meeting will review past experiences, as well as consider new strategies for achieving goals of APPEAL, and develop a regional view on the preparation of Plan of Action of the International Literacy Year in 1990.

In Thailand, a literacy programme has been considered an important aspect in the Social and Economic Development Plan during the past twenty years and the government has launched a national literacy campaign. In 1960, the illiteracy rate of Thai population stood at 29.2 per cent which has been reduced to 10.5 per cent at the present. Since the Royal Thai Government has successfully extended the primary education to every sub-district in Thailand, our efforts are now directed towards its qualitative aspect and at the same time aiming to expand the compulsory primary education up to nine years.

Ladies and Gentlemen, we are now living in a rapidly changing world where social, economic and technological progress taking place is affecting all societies. In

this regard, the definition of requirement of literacy is also changing rapidly. Thus, the concept of "functional literacy" should be stressed in order to enable literate people to solve their fundamental personal and group problems through some kind of rational thinking.

While supporting Unesco's initiatives and roles in this important action, I would like to suggest that an up-to-date data survey be undertaken by Unesco before 1990 so as to monitor our ongoing educational development regarding the quantitative as well as qualitative aspects. For this Meeting in which heads of national co-ordinating committee on APPEAL have come to participate, I am therefore, confident that these key personnel will be able to come up with new strategies and concrete programmes on APPEAL to be implemented in the near future. If the governments of every country in this region are absolutely determined to solve educational problems within this century, I am certain that the Asian and Pacific region will no longer have the highest rate of illiteracy.

Ladies and Gentlemen, the topics to be discussed at this Meeting are of great importance and certainly deserve your collective wisdom. Despite the tight schedule, however, I sincerely hope that all of you will be able to find some time to relax and enjoy our traditional culture and hospitality.

As time is now auspicious, may I declare open the Meeting, and wish all of you every success in your deliberations.

Thank you.

Annex III

Welcome Speech
by
Mr. Makaminan Makagiansar,
Assistant Director-General/Personal Representative of the Director-General for Asia and the Pacific and Director PROAP

Your Excellency, Minister of Education, the Royal Government of Thailand,
Distinguished Participants from the Member States,
Observers from International Organizations and NGOs,
Ladies and Gentlemen,

It is indeed a great pleasure for me to have an opportunity to welcome you all on behalf of the Director-General of Unesco to this First Meeting for Regional Co-ordination of Asia-Pacific Programme of Education for All (APPEAL).

First of all, I would like to thank His Excellency the Minister of Education, General Mana Ratanakoses, for your kind acceptance to inaugurate the Meeting in spite of your very busy schedule. Your presence amongst us this morning, Sir, gives the Meeting which you are to inaugurate in a few minutes, the acquired dynamic thrust and inspiration to surge forward in achieving the goal of APPEAL. Secondly, I would like to thank the governments of the region for sending such a distinguished group of participants to attend the Meeting. I am particularly pleased to welcome the observers from international organizations, especially UNDP, UNICEF, ACCU, Asian Development Bank, and ASPBAE, which shows the keen interest of these organizations in this important programme.

As you all know, we are meeting here for a great cause. The Asia and Pacific Region has been the cradle of many written languages, as well as important developments in art and culture. Yet it is now called the centre of gravity of illiteracy of the world. Three quarters of the illiterate population of the world live in this region.

Only recently has the Region become fully determined to eradicate illiteracy and to develop the full potentiality of its human resources as a means for socio-economic development and as an end itself.

In this direction the Asia-Pacific Programme of Education for All, popularly known as APPEAL, is a very important step forward.

The history of APPEAL is very short. It was in March 1985 that the Fifth Regional *Conference of the Ministers of Education and Those Responsible for Economic* Planning recommended that Unesco prepare and launch a regional programme to universalize primary education and to eradicate illiteracy. The recomendation was unanimously approved by the Twenty-Fourth Session of Unesco General Conference held in October/November 1985. In May 1986, experts from twenty-two Member States met in Bangkok and drew up the detailed programme with the interlinked objectives of eradicating illiteracy, universalizing primary education and providing continuing education by the year 2000. The then Director-General of Unesco launched the Asia-Pacific Programme of Education for All (APPEAL) from New Delhi, India on 23 February 1987.

Since its launching exactly twenty months back, APPEAL has been received very enthusiastically by the Member States.

Twenty Member States have either formed especially constituted National Co-ordination Committees for APPEAL or they have designated existing institutions/organizations as the National Co-ordination Mechanism for APPEAL in their countries.

It is my proud privilege today to welcome all Chairmen/Heads of the National Co-ordination Mechanism in the Member States in this First Meeting for Regional Co-ordination of APPEAL.

On this occasion, I would like to compliment all the National Co-ordination Committees which have made comprehensive national studies of APPEAL in their countries. The national studies have shown that you are taking very seriously the challenge of illiteracy and low educational attainment. They also underline that you are making every effort to eradicate illiteracy and to universalize primary education by the year 2000.

This Meeting will provide us with an opportunity to exchange experiences and collectively assess our achievements as well as our frustrations in achieving these aims. You will also have the opportunity to prepare more effective approaches and strategies to achieve the goals of APPEAL.

As you can see, APPEAL has already made rapid progress. This has been achieved because the Member States wanted the programme. APPEAL is yours. In its execution, Unesco will be ready to serve you to the best of its ability. Your Excellency, it gives me great pleasure to inform you that this Meeting has one more added significance. As you are all aware, the United Nations General Assembly, in its Forty-Second Session held in New York in 1987, declared 1990 as International Literacy Year. As the lead organization, Unesco is preparing a Plan of Action to eradicate illiteracy by the year 2000. This Meeting will suggest to Unesco the Asia-Pacific View on the Preparation the Plan of Action of ILY.

At the conclusion of this Meeting, those countries with more than 10 million illiterates will hold a one-day consultation to give suggestions for the global Plan of Action of ILY. For this reason, we are especially privileged to have amongst us for this present Meeting observers from Brazil and Egypt. I extend a special welcome

to our distinguished observers and friends from Latin America and the Caribbean and the Arab region.

In closing, I would like to remind us all that there is no choice other than eradicating illiteracy for the whole of mankind, which opens up the gate towards the full enjoyment of man's creative world, the world of literature, science and technology, arts, in short, the world of knowledge and culture which leads towards understanding and mutual respect between peoples in serving the cause of peace. Combating illiteracy and sustaining literacy, once acquired, is a noble cause but an overwhelming challenge. It will need the combined efforts of all governments and non-governmental organizations to eradicate illiteracy and to build a learning society. In this effort, all UN organizations will have to work shoulder to shoulder in support of all countries in Asia and the Pacific.

Therefore, let us resolve today that we will work together and achieve success together.

Thank you.

Annex IV

LIST OF PARTICIPANTS

Participants

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Yomiuri Shimbun	Mr. Ikemura, Journalist from Yomiuri Shimbun, Tokyo, Japan

Secretariat

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Mr. John Ryan, Chief, Literacy Section, ED/PLA, Unesco, Paris

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Mr. Tun Lwin, Programme Specialist in Educational Planning and Administration, Unesco PROAP, Bangkok

Mr. Prem Kasaju, Specialist in Developmental Research in Education, Unesco PROAP, Bangkok

Mr. S.K. Chu, Programme Specialist in Educational Statistics and Research Methods, Unesco PROAP, Bangkok

Miss Namtip Aksornkool, Programme Specialist in Literacy Training, Unesco PROAP, Bangkok

Annex IV

MEMBERS OF THE WORKING GROUPS

GROUP A : ERADICATION OF ILLITERACY (EOI)

Group Chairman	: Mr. L. Mishra	(India)
Group Rapporteur	: Mr. Muhammad Omar Farooq	(Bangladesh)

List of group members

1.	Mr. Jia Xueqian	(China)
2.	Mrs. Shen Yiling	(China)
3.	Dr. Abdul Aziz Khan	(Pakistan)
4.	Mr. Nguyen Ky	(Viet Nam)
5.	Mr. Vu Ngoc Binh	(Viet Nam)
6.	Miss Saisanit Yenpensuk	(Thailand)
7.	Mr. Ikemura [Observer]	(Japan)
8.	Dr. Jose Maria Fernandes Moreira	(Brazil)

Secretariat staff

1.	Mr. John Ryan	(ED/PLA)
2.	Miss Namtip Aksornkool	(PROAP)
3.	Mr. S.K. Chu	(PROAP)

GROUP B : UNIVERSALIZATION OF PRIMARY EDUCATION (UPE)

Group Chairman	: Mr. Wesley Tauwaole	(Papua New Guinea)
Group Rapporteur	: Mrs. Rosa F. Sese	(Philippines)

List of group members

1.	Mr. Bounthong Vixaysak	(Lao PDR)
2.	Mr. Khouanta Phalivong	(Lao PDR)
3.	Dr. N.N. Singh	(Nepal)

4.	Mr. Term Yamsamer	(Thailand)
5.	Mr. Isao Oguchi	(Japan)
6.	Mr. Ezzat Abdel Mawgood	(Egypt)

Secretariat staff

1.	Mrs. Juanita S. Guerrero	(Philippines/ Resource Person)
2.	Mr. Prem Kasaju	(PROAP)

GROUP C : CONTINUING EDUCATION FOR DEVELOPMENT (CED)

Group Chairman : Mr. Soepojo Padmodipoetro (Indonesia)
Group Rapporteur : Mr. K. Jegadeva (Malaysia)

Suggested list of group members

1.	Dr. Geoff Caldwell	(Australia)
2.	Mrs. Patricia Tauroa	(New Zealand)
3.	Prof. Hwang Jong-Gon	(Republic of Korea)
4.	Mrs. Palagi Faasau	(Samoa)
5.	Mr. Shinji Tajima	(ACCU)
6.	Dr. W.M.K. Wijetunga	(ASPBAE)

Secretariat staff

1.	Dr. Kasama Varavarn	(Thailand/ Resource Person)
2.	Mr. Tun Lwin	(PROAP)

Annex VI

LIST OF DOCUMENTS

Information Documents

- General Information	PROAP-88/APPEAL-MRCA/INF.1
- List of Documents	PROAP-88/APPEAL-MRCA/INF.2
- List of Participants	PROAP-88/APPEAL-MRCA/INF.3

Working Documents

- Agenda	PROAP-88/APPEAL-MRCA/1
- Annotated Agenda	PROAP-88/APPEAL-MRCA/2
- Schedule of Work	PROAP-88/APPEAL-MRCA/3
- Asian-Pacific Programme of Education for All (APPEAL)	PROAP-88/APPEAL-MRCA/4
- Regional Study of APPEAL	PROAP-88/APPEAL-MRCA/5
- Progress Report in the Implementation of APPEAL – Unesco PROAP	PROAP-88/APPEAL-MRCA/6
- Country Report	PROAP-88/APPEAL-MRCA/7
- Report of the Working Group Meeting on ILY under APPEAL, New Delhi, India, 11-14 October 1988	PROAP-88/APPEAL-MRCA/8

Reference Documents

- National Studies of APPEAL [prepared by the National Co-ordination Committees of APPEAL]
- Extract from the Eleventh Regional Consultation Meeting on the Asia and Pacific Programme of Education Innovation and Development (APEID), Bangkok, Thailand, 2-8 August 1988
- Continuing Education in the Context of APPEAL: A Monograph based on the report of the Sub-Regional Workshop on Continuing Education, Canberra, Australia, November 1987
- Report of the Regional Workshop of National Co-ordinators of APPEAL, Chiangmai, Thailand, 19-29 August 1988
- Report and Recommendations of the Fourth Collective Consultation of NGOs on Literacy, Bangkok, 8-10 December 1987

Reference Documents on International Literacy Year

- Statement of Ulan Bator: Report of the International Symposium for the Preparation of International Literacy Year
- 24 C/67 "Report of the Director-General on the Draft Programme for International Literacy Year and the Results of the Work Carried Out for Its Preparation"
- 24 C/78 "Report of the Director-General on the Preparation of the Plan of Action for the Eradication of Illiteracy by the Year 2000"
- Report of Consultation with the Members of the International Literacy Prize Jury and Representatives of Member States and Non-Governmental Organizations on International Literacy Year, Paris, 22-23 August 1988
- United Nations Proclaims 1990 International Literacy Year

Annex VII

Suggestions for the Preparation of a Plan of Action for the International Literacy Year (ILY) 1990 by the Working Group on ILY (New Delhi, India, 11-14 October 1988)

Following the resolution adopted by the United Nations General Assembly to declare 1990 as International Literacy Year (ILY), on the basis of a decision by the Unesco General Conference taken at its Twenty-Fourth Session, Unesco has been entrusted to prepare a Plan of Action for ILY as a lead organization. The Plan of Action is to be built upon regional intergovernmental programmes for promoting literacy. In this region the programme is the Asia-Pacific Programme of Education for All (APPEAL).

A Working Group Meeting on International Literacy Year under APPEAL was held in New Delhi, India from 11 to 14 October 1988 under the auspices of Unesco in co-operation with the Government of India.

The Working Group on International Literacy Year has made a number of suggestions for the preparation of the Plan of Action of ILY at the national, regional and international levels. They are briefly presented below.

A Plan of Action may be divided into three phases:

1. Preparatory Phase (1988-1989)
2. First Phase (1990-1995)
3. Second Phase (1996-2000)

The activities under different phases could be as follows:

Preparatory Phase (1988-1989)

(National level)

1. To set up a National Committee to plan, implement and monitor the Plan of Action of International Literacy Year. The National Coordination Mechanism of APPEAL (NCMA) may be entrusted this task. However NCMA will need to be strengthened to include members from NGOs, representatives from business enterprises and community leaders.

2. To launch a public campaign through posters, pamphlets, radio, TV, etc. advertising the importance of ILY and the eradication of illiteracy.

3. To help the governments prepare and strengthen policy, plans and programmes to universalize primary education by 1995 and eradicate illiteracy by 2000, and to strengthen continuing education programmes and announce special measures on the occasion of ILY in 1990.

4. To prepare for the eradication of illiteracy especially among the disadvantaged population at the micro level through the cooperation of NGOs, community organization, etc.

(Regional level)

5. To strengthen the regional coordination mechanisms of APPEAL in order to promote ILY and help in the planning and implementation of action plans under ILY. To set up a regional working group to monitor the implementation of ILY plan of action.

6. To initiate a regional programme to provide technical support in Member States, especially those with substantial illiteracy problems as recommended by the Working Group Meeting on ILY (11-14 October, New Delhi, India).

The Regional Programme will be aimed at:

a) Reinforcing national commitment to the eradication of illiteracy through consultation and exchange of experiences among policy-makers.

b) Enhancing the capability of countries to help APPEAL both at government and non-government levels through integrated planning methods at macro and micro levels, need-based curricula and learning materials, the training of personnel, research and evaluation.

c) Supporting institution building at various levels in the countries.

The Working Group Meeting in New Delhi (11-14 October 1988) also recommended setting up of mobile teams (with the assistance of Unesco, UNDP, UNICEF, Asian Development Bank and World Bank) to help countries with serious illiteracy problems survey needs and formulate projects for external funding. This will be the groundwork for the International Conference on Basic Education in 1990 to be organized by Unesco, UNICEF and the World Bank.

This will require:

a) A team of national experts.

b) Representatives of donor agencies and regional countries.

c) Consultants.

d) Guides for project formulation.

Phase I
(1990-1995)

(National level)

1. To declare a national policy, plan and programme to universalize primary education by the year 1995 and to eradicate illiteracy by the year 2000.
2. To set up and strengthen organizational structures for the implementation of the policy, plan and programme from national level to local level.
3. To mobilize and budget resources for the plan and programme (human, material and financial).
4. To set up and strengthen infrastructures for academic and technical resources from national level to local level.
5. To launch motivational campaigns through various media, including electronic mass media and folk media, to generate understanding of the need for literacy and demands for primary education, literacy and continuing education in countries in the region. Advertising a learning society through marches, caravans, wall writings, publishing of creative writers, get together of neo-literates, songs, jingles, compilations, audio-visual shows, literacy convocations, book donation days, literacy functions, etc.
6. Formulating and announcing policies and procedures for the involvement of NGOs and business enterprises in literacy works.
7. Preparation and development of scientific curricula and learning materials for illiterates, neo-literates and literates (free from gender bias) through participatory processes.

   Developing and monitoring a mechanism for proper distribution and utilization of learning materials.
8. Setting up and strengthening of training institutions at national, sub-national and local levels; developing scientific training methods and materials for various categories of personnel involved in literacy and continuing education programmes.
9. Developing continuous monitoring, feedback and evaluation processes of all aspects of the plan.
10. Mobilizing of resources from international organizations, banks and donor agencies for primary education, literacy and lifelong education.

Phase II
(1995-2000)

1. Undertake a mid-term evaluation and prepare strategies for strengthening the literacy programmes.
2. Strengthening continuing education programmes, especially for disadvantaged groups.

   Setting up and strengthening of continuing education infrastructures like non-formal classes, community schools, workshops, reading centres, libraries, periodicals, distance education, etc. Promoting work and school programmes.
3. Mobilization of business enterprises both public and private for literacy and continuing education work.
4. Strengthening the quality of primary education and non-formal education through research and innovation.
5. Improving the quality of curricula and learning materials, and their distribution and use.
6. Improving the quality of training programmes for instructors, supervisors and administrators, etc.
7. Utilization of printed, electronic and folk mass media.
8. Development of open schools, rural universities, folk high schools and distance education for masses.
9. Conducting assessment studies in cooperation with universities and research institutions, etc.
10. Preparing an education for all strategy in the 21st century.
11. Mobilization of resources from international organizations, banks and donor agencies.